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ABSTRACT

Ideas are offered for helping eighth-grade students incorporate an at-home field trip to Canada into a social studies unit. The teachers who developed the unit state that students can complete the 21-day imaginary trip in five hours of classroom time when appropriate materials are available and the classroom environment is conducive to working on the trip. All pertinent notes and figures are to be written out on worksheets included in the document. The overall objective of the unit is to challenge students' imagination in planning an excursion into another culture. More specific objectives include improving students' map and globe skills, encouraging students to generalize about travel and international trade as a result of planning their trips to Canada, exposing students to small group work, and teaching students how to select appropriate activities and lodging in Canada from government and travel agency brochures. A wide variety of activities is suggested on the daily lesson plan outline. Among the 13 activities are studying road maps, selecting sights to visit, plotting routes and mileage, estimating costs, budgeting funds available for the trip, and discussing ways of coping with unexpected emergencies such as flat tires. For each activity, information is presented on objectives, instructional events, materials and activities, and the role of teacher and learner. Feedback from students who have participated in the imaginary field trip unit indicates that the majority of students thoroughly enjoyed the activities and learned a great deal about planning a real trip. (DB)

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8th Grade Canadian Trip

NCCG Award Winner
WCCE Award Winner
NCSS Sectional Presentations
WCSS at past conventions

Gilbert Jelinek
and
Paul Schoenike

November 1981

Monroe Junior High School Teachers
1510 13th Street
Monroe, Wisconsin 53566

"Before judging any one culture, the student will have an opportunity to see the influences that 'work' upon that culture from within and without. The student will be continually reminded to 'leave his/her culture at the schoolroom door' and to come in for a look at culture of peoples who have the same basic needs as we, only fulfill them differently."

--8th grade Social Studies goal statement

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GENERAL OBJECTIVES

1. Students will be able to use and understand mileage scales on map references and display general road map skills; they will communicate by using a map.
2. Students will plan, in groups of two, a specific three-week trip to Canada by using maps, province information, American Automobile Association booklets, and teacher-made guides.
3. While in a learning environment, students will experience a socialization process by working and interacting with a classmate.
4. To challenge student's imagination or experience in actually taking a trip to a foreign country and decide of what value it would be to them; i.e., what they plan to see or do is up to them.
5. The decision-making process within the team, and by the team on sites, routes, etc. will be tested throughout the "trip".
6. Students will be asked to make generalizations about the mobility of many American families by looking at how they spend vacation time... or how this may have changed due to gasoline pricing.

MAJOR CONCEPTS

1. Each individual place or area on earth is related to all other places on earth in terms of size, direction, distance, and time.
2. Interregional and international trade provide many examples of linkage between people and nations.
3. Human beings are more alike than different; they have similar physical characteristics and basic needs and wants.

PERFORMANCE OBJECTIVES

1. Given a road map, the student will demonstrate how to unfold and refold it neatly.
2. Given a road map, the student will use the key or legend to distinguish highway numbers from distances.
3. Given a road map, the student will be able to follow a highway or combination of highways from one point to another. The student will demonstrate this on the map and by listing the highway number(s) on another sheet.
4. Given a specific time block for the imaginary trip and the approximate costs for lodging, food, gasoline and travel, and admissions, the student will be able to figure estimated costs. Allowances for individual tastes in the miscellaneous column are allowed in the final total cost estimate.
5. Given travel brochures and accommodation information for specific provinces, the student will search out and list possible sights, activities, museums, etc., for each day of the trip much in the manner of actually going to those places. Costs are to be shown by the students on their worksheets.
6. Given instructions in the amount of time used in traveling 100 miles, used in eating and sleeping, and used in sightseeing and relaxing, the student will make allowances for such in the actual planning of the trip.
7. Given five hours of class time, appropriate materials, an environment conducive to working on the trip, the student will complete a 21-day imaginary trip with all pertinent notes and figures written out on worksheets given him.
8. Given an evaluation sheet of questions, students will be able to determine from their estimated costs and final cost totals, just where they had gone wrong. They also will list total mileage, with no day having more than 500 miles traveled, as per instructions. Students will be asked for their opinion regarding problems of process, clarity of instructions, availability of the materials, and the utility of the experience.

EVALUATION

In order to achieve the letter grade listed, the student will actually show:

- A = Trip completed by being "at home" in Monroe; all columns are filled in, no day shows mileage more than 500 miles, class "emergencies" are listed, good concept of taking the trip on day-to-day basis with variety in meals, hotel/motel/campsites. The evaluation sheet is completed by the student with complete questions and costs.
- B = Trip completed by being "at home" in Monroe, way off on actual costs compared to estimated costs, columns are totaled and explained, but very little variety in meals, accommodations, or sights. The evaluation sheet has only a few questions answered or explained. Just not complete.
- C = Trip is still in progress, student is not "at home"; the process of the whole trip is correct and the student is moving, but not home. The evaluation sheet can only be partially completed since the columns of costs and mileage are not finished.
- D = Trip still in progress, but not being done day-by-day, or no variety in any of the columns, or not past the first check-point at day seven. Only a few questions answered on the evaluation sheet, if any. No idea of the total cost or mileage. Basically lost somewhere in Canada.
- F = Student does not show any part of the Canada Trip package to instructor, or hands it in completely blank.

The value of the trip is 100 points; the quarterly grade is based upon 900 points.

CHOICE OF MEDIA

1. Travel materials (maps, sightseeing brochures, accommodation guides, border crossing information, campsites) were obtained from each province of Canada. The teacher writes the letters, which explain the activity and request the materials. Letters are written every third year; materials are kept so long as content or physical condition indicates utility. There is at least one boxful for each province.
2. Requests for materials from American Automobile Association are made through the local representative. He has been most kind with slightly outdated accommodation guides and provincial and state travel booklets.
3. Large motel chains have been contacted by the teachers for their updated lists with prices fairly current. Students use these to determine if that motel exists in the place they want to stay and at what price.
4. Mileage tables are posted around the room; these are obtained from the regional maps of Canada and United States of America sent by AAA.
5. Canadian Consulate General - Chicago Office, 310 South Michigan Avenue, 60604, or telephone (312-427-1031) has been very helpful with general materials, handbooks, flags (miniature), and in-depth papers from Canada. They require the individual teacher to request provincial information directly from each Province Tourism Office.
6. Skills for Understanding Maps and Globes, Follette Publishing Company has a very useful section, pp. 26 and 27, for slower learners having trouble with finding their way on a road map. It is given as supplemental/remedial to those who need it. The book rates 4.9 reading level on Dale-Chall.
7. Personal experience and photos taken by each of the instructors serve us well when counseling which sights to see, routes to take, or places to avoid. Memorabilia are used to decorate the classroom as well as serving to provide insights to the students. We obviously do not attempt to dominate the students' imagination, just spark it.

DAILY LESSON PLAN

DAY 1

OBJECTIVE

INSTRUCTIONAL EVENTS

MATERIALS & ACTIVITIES

ROLE OF TEACHER & LEARNER

General Objective #3

Large group - 35-50 students. Students will pick a partner that they can work with and then sit as a team.

Teacher-prepared packet of trip given to each team includes direction page, gasoline guidelines, time sheet for estimates of expenses, day-to-day log.

Schoenike:

1. Make sure team has copy of materials.
2. Make sure all teams have two persons.
3. Assign any absent class members.
4. Type up team members on teacher evaluation sheet.

Performance Objective #5

Large group - folding wall open. Students in teams of two.

Large posters from Canada. Province booklets and AAA maps posted around the room on walls.

General Objective #4

Students should be picking a goal in Canada that they wish to see.

Performance Objective #4

Teacher leading students through pages of the packet.

Using the student packet sheets #1, #1a, #2, #3 only.

Jelinek:

1. Gives motivation from his previous trips to Canada.
2. Gives instruction in use of travel booklets, shown in front of group.
3. Advises in selection of proper box of materials for each province.
4. Explains the process of each sheet.

Performance Objective #6

No day should have more than 500 miles of travel.

Bulletin board showing the 24-hour day broken up for eating, sleeping, travel, and sightseeing.

Students told they are not to travel more than 500 miles per day - to allow proper time for eating, and sleeping, etc.

DAY 2

<u>OBJECTIVE</u>	<u>INSTRUCTIONAL EVENTS</u>	<u>MATERIALS & ACTIVITIES</u>	<u>ROLE OF TEACHER & LEARNER</u>
Performance Objective #1 Motor Skill	Teacher will take two road maps, one neatly folded, one folded messy, and show large group how to fold and look for original order of map.	1. Two road maps from resource boxes 2. One neatly folded 3. One messy	Teacher demonstrates - student is to observe and put into practice when replacing maps.
Performance Objective #2 Names or Labels	On overhead projector, show some sample highway numbers from key of map. Distinguish this from mileage numbers. To large group.	Key from some province road map on transparency. Remedial work from map skills booklet.	Teacher led, Student recall. Later each team of students will have to show this to teacher one on one.
Performance Objectives #3, #4, #5, #7	Teachers "Let's Go!" - motivation as well as attempting to clarify the general nature of the solution expected from students in this activity.	Student packet sheets. Road maps - posted and individual copies.	Teacher moves to each team to answer specific questions. Students proceed to <u>plan</u> their trip using only first three sheets of packet.

DAY 3

OBJECTIVE

INSTRUCTIONAL EVENTS

MATERIALS & ACTIVITIES

ROLE OF TEACHER & LEARNER

Performance Objective
#4

Students working as a team in planning, may move from seats to resource materials or posted maps at their wish. Noise level increases as team conversation increases. Teacher puts total estimated cost on his evaluation sheet as each student brings this to him.

Use of travel information and brochures continues as before.

Student continues to plan trip; then present the plan to teacher for checking. Teacher to move about to offer aid and answer questions as well as provide direct reinforcement of students' choices of action.

Performance Objective
#5, #6, #7

Students begin taking trip as though they were living it - day to day! Complete columns across.

Use student sheets #4 & #5. All provincial information is used with a special interest in the costs involved and the exact location within a particular city or area.

Students now "live" the trip day to day all across sheet #4. Total costs at the end of each day. Look for specific costs for lodging and admission to sites. Teacher moves team to team to check for goal, process, and time use. Ask for checkup after day 7, then record checked work if team is progressing to that point, and give encouragement to continue.

DAY 4

OBJECTIVE

General Objective
#1 & #2

Performance Objective
#2, #3, #5

General Objective
#3

INSTRUCTIONAL EVENTS

Students continue working as a team in the taking of the trip. A "productive" noise level is allowed; but outbursts and extra noise are discouraged on a one-to-one basis.

Teacher calls entire class to attention for announcement of the travel emergency.

MATERIALS & ACTIVITIES

Same as Day 3.
Entire class hour is work time for teams.

An "emergency" or two is inserted during the hour, like a flat tire, dead battery, or something requiring a towing charge. Costs are given to the class and each team is told to add this to the miscellaneous column for the day of the trip they are on.

ROLE OF TEACHER & LEARNER

Teacher serves as a motivator and a resource person, offering aid and suggestions as he moves about from team to team.

Student teams continue to "live the trip day to day" as they work in class.

OBJECTIVE

General Objective
#4

Performance Objective
#7

INSTRUCTIONAL EVENTS

At beginning of class hour:

1. Remind that today will be last full workday in class. Get with it!
2. Announce opportunity to check out materials over the weekend, first come, first served, beginning after school.
3. Explain the role of the student evaluation sheet.
4. Ask that those really lost or behind schedule seek us out immediately.

MATERIALS & ACTIVITIES

Columns of expenses and mileage should be totaled in preparation for final evaluation.
Same opportunities for use of travel materials as before. If some teams are having difficulty we do permit an overnight check-out of materials at the end of the school day. Student evaluation sheets are made available to each team; to be attached to trip at time turned in.

ROLE OF TEACHER & LEARNER

Teacher continues as motivator and resource person. Those who have fallen behind pace are encouraged to check out materials overnight. Student team may want to meet over the weekend for completion.

DAY 6

OBJECTIVE

Performance Objective
#7 & #8

Final turn-in day

General Objective #6

INSTRUCTIONAL EVENTS

Collection of trips with
reminder to include one
student evaluation sheet
filled out by both of the
team members.

An assignment for the next
day is usually given.

MATERIALS & ACTIVITIES

Students finishing early
will generally gather with
other teams for comparisons
of trips or other "light"
discussion.

ROLE OF TEACHER & LEARNER

Teacher attempts to get some
oral reaction to the trip as
it is handed in.
A closing ten minutes is
given to student reaction
that they may wish to express
orally in the large group
situation.

FORMATIVE EVALUATION

1. Previous to 1979, we spent at least one class day with a sheet that called for students to spend one class period making day-to-day estimates of their use of time on the trip. This was found to be much too cumbersome, since most of the students had to nearly take the trip before they really had any ideas about the use of time. Since it hampered, we dropped the sheet.
2. During the first years also, the lesser ability student really suffered from lack of skills in map work to imagination or past experience with any long distance trip. In the past three years, these students have been placed in a special situation which has helped them to achieve better results. A special trip, with a common goal, common highways, common sights and motel reservations has been led by the teacher going to Canada. On the return trip, students are on their own for these items.
3. The classroom setting allows movement of seats; the folding wall between our classrooms easily allows the students in the two classrooms to work together with materials centrally located.
4. The guidance counselor, principal, and school psychologist have all come into the class to:
 - A. Observe the students "taking" the trip,
 - B. Question if students understand their goal and how to achieve it,
 - C. Assess the performance level/frustration level of certain students that they have had some reservations about in basic skills.
5. The student worksheet had to be redrawn to give more space in columns of daily highway routes, meals, and lodging, and less space in the mileage and total costs columns.
6. Since this trip is taught five times per day, by each teacher, we are doing a type of evaluation while teaching each class, in the hope of improving the lesson for those coming into class later in the day.
7. The teachers involved have taken time, soon after the unit is completed, to reassess the strong and weak points of the trip. Student reactions given just days before are also taken as constructive suggestions. We have also submitted this trip to fellow social studies teachers in other schools for their comments and have rebuilt certain parts based upon the suggestions.

SUMMATIVE EVALUATION

1. Parent conferences for the quarterly work are scheduled within four weeks of the completion of the trips. When an overwhelming number of parents express their approval, along with a wish that they could have learned via the process, we feel it is a valid way of teaching. Some parents indicated they had used the trip as a basis for planning their next vacation. Other parents or students have returned to Monroe Junior High School a year or two later and spoken of using the trip, or parts of it, in a practical way on their vacation. A few parents spoke of how it opened up channels of communication with their children regarding relationships with the opposite sex.
2. Students' responses to questions about the trip, its structure, timing, materials, teacher help, and overall impressions have been mostly positive. This too has encouraged us to continue using this style of teaching.
3. Choice of partners by the students has been a strong point. There is then, no cause for complaint about the work done by each team member; this has been a real eye-opener for some students and their "friends".
4. Placement in the unit near the end of the Canada study is positive. This way students have been exposed to the various regions and peoples of the country prior to the trip.
5. The committee for social studies curriculum revision of our local district suggested that we continue with the Canada trip as a part of our eighth grade study of Canada. Our superintendent has expressed satisfaction through this committee and to us in writing individually.
6. Costs to the school district have been: time of aides for letter writing for materials, paper and stamps for the letters, some phone bills for materials and cost checkups, the duplicating paper for student handouts. We have had no problems on any of these, in fact we have been encouraged by administration to continue in the same manner as we have in the past.
7. The trip was on the program for the Wisconsin Council Social Studies Spring Meeting 1980, the National Council Social Studies Great Lakes Regional Spring Meeting 1981, and the National Council Social Studies Annual Fall Meeting 1981. Our purpose as teachers in presenting it: dissemination, as well as receiving feedback from many other teachers' constructive suggestions.
8. Any other outcomes beyond the objectives, i.e. Stufflebeam on unintended learning, we will continue to monitor in a general way while working on a measurement device for such learning.
9. It beats making arrangements for 225 students for motels, transportation and meals on the road for the actual trip to Canada. This has been told to us by our administration in NO UNCERTAIN TERMS.
10. Support by the Canadian Consulate Office has been strong. Mr. Hornby of the Chicago office has made an on-site visitation/evaluation.
11. We were selected as a Merit Teacher Award recipient from the National Council for Geographic Education at the 1981 annual fall meeting after nomination and award publication in the bulletin by the Wisconsin Council for Geographic Education in the spring of 1981.

TRIP TO CANADA

Due Date: One week from today at the end of the period

- #1 Length of the trip - 21 days (20 nights) from Monroe to Monroe.
 #2 Groups of two - Planning the trip as though you were really going to take the trip in the future.
 #3 Not busy work - This trip is to be organized and structured realistically for the time you will take the trip you are now planning.

BEFORE YOU START YOUR TRIP, YOU SHOULD FILL OUT THIS PAGE

Expense Planning Sheet - This will help you plan, even before you leave, the approximate rounded off money figure you will spend, showing how much money you generally should bring along on your trip. THIS IS ONLY AN ESTIMATE. You won't be able to be exact until you are in the day-to-day log.

STARTING THE TRIP TO CANADADay-to-Day Log (page explanation)

- A. Mileage Covered - Two types of trips by mileage:
 1) Straight to where you are going - maximum of 500 miles per day.
 2) Sight-seeing trip - maximum of 250 miles per day.
 You can figure mileage by using mileage charts around the room.
 B. Routes Taken - The roads that were taken, such as Highway 69 to I-90, etc.
 C. Meals - Estimate how much you will spend as a group for breakfast, lunch and dinner. If camping, plan accordingly.
 D. Lodging - If camping, it will cost \$5. If staying in a hotel or motel, consult AAA books in the center of the room (generally it will cost \$40 per night).
 E. Admissions - An example is going to a stage play, movie or museum. Anything that will cost money to get into.
 F. Gasoline

Guidelines for Determining Cost

<u>Type of Vehicle:</u>	<u>Miles per Gallon:</u>	<u>Price per Gallon:</u>
1) Automobile	20	\$1.50 (USA) \$2.00 (Canada)
2) Camper Truck	12	Same
3) Travel Van (home)	6	Same
4) Camper Van	12	Same
5) Motorcycle	70	Same

Formula for Gas Cost

$$\text{Miles per gallon} = 20 \quad \frac{25 = \text{gallons used} *}{500 = \text{miles traveled}}$$

$$\begin{aligned} &* 25 = \text{gallons used} \\ &\times \$1.50 = \text{cost per gallon} \\ &\$37.50 = \text{amount paid for gas on that day} \end{aligned}$$

- G. Miscellaneous Expense - Any cost that cannot fit into any other column.
 H. Total for Day - Total expenses for that day.

PLEASE NOTE: #1 Province maps on the south wall
 #2 Wisconsin, Minnesota and Canadian maps on the north board

CONFUSED?...ASK!

Have a good time, but remember, allow time

TO GO AND TO RETURN!!!

FOR FURTHER THOUGHT

- #1 Have you considered the season of the year that you will travel in?
- #2 Have you considered the type of vehicle that is best for you?
- #3 Have you considered the type and number of clothes that should be brought along on your trip?
- #4 Have you considered putting your money into traveler's checks and limiting the amount of cash you have on your person.
- #5 Have you considered checking your vehicle completely at home and having your car registration in the car.
- #6 Have you considered having telephone numbers on you for your doctor and other important numbers.
- #7 Have you considered having the eye glass prescription numbers of all glasses in the family available if any glasses are broken.

SUGGESTED SCHEDULE FOR COMPLETION

- Monday Introduction, planning where you are going, and possibly organizing preliminary sheet #1.
- Tuesday Completing the Expense Planning Sheet and having it checked by teacher.
- Wednesday Getting out of Monroe and completing the first seven days.
- Thursday Completing of second seven days of the trip.
- Friday Completing of last seven days of the trip. You are now back in Monroe.
- Monday
- half of hour Final touches of the trip and totaling of columns.
- half of hour Filling out of evaluation form.

PLEASE NOTE: If you cannot follow the suggested schedule, it is recommended that your group take out-of-school time to work on your trip.

EXPENSE PLANNING SHEET

For most persons, expense is an important item in trip planning. Variations in such factors as personal habits, amount and frequency of roadside refreshments, purchase of souvenirs, size of the car, season of the year and the area covered will affect expenses. For example, the overnight accommodations figure represents an overall average. Higher average rates can be expected in metropolitan areas and in vacation areas operating on a seasonal basis. The following formula may help in determining the APPROXIMATE AVERAGE cost of a proposed trip.

Overnight Accommodations

Hotel/Motel Number of Days (average rate for 2 persons, 1 room)
\$40 X _____ = \$ _____

Camping Number of Days (average rate of 1 campsite for 1 night)
\$ 5 X _____ = \$ _____

Other Number of Days (staying with relatives)
 _____ X _____ = \$ _____

Overnight

Total Overnight Expenses A. \$

Food, Tips and Admissions

Total Days of Trip	Average Daily Food Cost Per Person	Number in Party	Food
_____ X	<u>\$15</u> X	_____ =	B. \$
Total Days of Trip	Average Daily Tips Per Person	Number in Party	Tip Money
_____ X	<u>\$ 2</u> X	_____ =	C. \$
Total Days of Trip	Average Daily Admissions and Amusements	Number in Party	Admissions
_____ X	<u>\$ 6</u> X	_____ =	D. \$

Transportation

Allow \$100 for each 1,000 miles to cover cost of gas and oil.
 Add - Ferry at \$10 per person plus \$6 per car. = E. \$

Extra Money

Miscellaneous Money - toll charges, money for shopping, licenses
 for moose, bear and fish. Extra money for entire trip = F. \$

TOTAL

TOTAL OF A., B., C., D., E., AND F. (estimated total before I leave) \$

TRIP TO CANADA - DAY-TO-DAY LOG

<u>Mileage Covered</u> (Maximum of 500 miles per day)	<u>Start and Finish</u> List the city you started from and the cities you stayed at. List the routes or roads used, example 69, 59.	<u>Meals</u> <u>Total</u> B = L = D =	<u>Lodging City and Cost</u>	<u>Admissions</u> <u>Where and</u> <u>cost.</u>	<u>Gasoline</u> <u>Number of</u> <u>gallons</u> <u>used and</u> <u>cost of</u> <u>gas that</u> <u>day.</u>	<u>Miscellaneous</u>	<u>Total for</u> <u>Day</u>
#1							
#2							
#3							
#4							
#5							
#6							
#7	(After seventh day, have your log checked by your instructor.)						
#8							
#9							
#10							
#11							

For days 12 through 21, take another sheet, place a (1) in front of day 2 to make day 12 and number accordingly through day 21.
Then total columns on bottom line of day 21.

Teacher's Grade _____

LAST DAY SHEETTrip to Canada

Name of students taking the trip #1 _____

#2 _____

Where was the general destination of your trip _____

Estimated expenses from your planning sheet \$ _____

Actual expenses from the daily log \$ _____

Total mileage of your trip _____

Looking at Your Canadian Trip

#1 Were you confused at first? If so, are there any suggestions on how we could change it?

#2 Were your estimates of day-to-day expenses too high? In what areas?

#3 Was there anything confusing about the day-to-day log? Explain, please.

#4 How much nonschool time did you use?

#5 General impressions of your trip to Canada, good or bad, or both.

#6 Write up a paragraph of at least 35 words giving some description of the trip or a major sight-seeing excursion you took.